Mission/Purpose
The mission of the Department of Computer Information Systems is to prepare students for entry-level programming and information processing positions in business and government. Graduates of the Computer Information Systems program will also meet minimum academic requirements for admission to graduate studies programs in computer information systems.

I. Goals and Student Learning Outcomes, With Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

A. Goal: Address the major educational issues of the region
Address the major educational, social, cultural, and economic issues of the region and in doing so promote a positive image of the institution and the area.

1. Outcome: Students will demonstrate understanding of fundamental business principles and functions
Students will demonstrate understanding of the fundamental business principles and functions and the relationship of business organizations to individuals, government, and society.

a. Measure: Students will take the MFT
Students will take the Major Field Test (MFT) to demonstrate their understanding of fundamental business principles and functions.

Source of Evidence: Comprehensive/end-of-program subject matter exam

1. Achievement Target:
75% of students will score 138 or higher on the MFT exam

2. Findings (2010-2011) - Achievement Target: Not Met
53% of students taking the MFT scored 138 or higher. Students have historically scored significantly lower than the national average (150) on the MFT. This has been attributed to lack of incentive for students to do well on the test since they are only required to take the test. ETS does not allow this test to be used as an exit exam. The faculty is currently developing an exit exam (see action plan) that the student will have to pass (70%) in order to graduate. Students will still be required to take the MFT and if they score high enough (60-70th percentile) will be exempt from the exit exam. Hopefully, this will provide incentive for students to do well on the MFT.

3. Action Plan:
Develop comprehensive exit exam
CIS faculty will develop a question bank for a business comprehensive exit exam to cover Major Field Test "Information Systems" category.
Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: High
Implementation Description: CIST will develop a question bank for Information Systems. Topics will have been covered in CS 205 and MG 370. Questions will be part of a test pool in Blackboard. Require students to score 70% or higher to graduate in addition to requirement to take MFT. Students who score in the 70th percentile or higher will be exempt from the exit exam.

Completion Date: 05/01/2012
Responsible Person/Group: Dr. Yessick - CS 205 Dr. Doss - MG 370, Dr. Bedford - MG 370, Ms Shirley – CS 205

Additional Resources Requested: None
Budget Amount Requested: $0.00

2. Outcome: Students will demonstrate knowledge and skill appropriate to their chosen major
Students will demonstrate knowledge and skill appropriate to their chosen major

a. Measure: Graduating students will take the CIS Exit Exam
Students will demonstrate acquired knowledge and skill by taking the CIS Exit Exam.

Source of Evidence: Academic direct measure of learning - other

1. Achievement Target:
80% of CIS graduates will score 70% or better on the CIS Exit Exam

2. Findings (2010-2011) - Achievement Target: Not Reported This Cycle
CIS Exit exam is in development and was not administered this session. Following a CIS curriculum review in Fall 2011, the exit exam will be completed and administered during the Spring 2012 semester (see action plan).

3. Action Plan:
Complete development of CIS exit exam
Complete development of CIS exit exam. Four exams required: one for required courses, one each for each option area (Network, Application Development, Internet).

Established in Cycle: 2010-2011
Implementation Status: On-Hold
Priority: High
Implementation Description: Write and administer exit exam.
Completion Date: 12/01/2011
Responsible Person/Group: Dr. Bedford - Database Day – Programming Ethics; Dr. Yessick - Data Communications, Systems Analysis; Dr. Doss - Project Management

Additional Resources Requested: None
Budget Amount Requested: $0.00

3. Outcome: Students will demonstrate the ability to express ideas through oral and written communication
Students will demonstrate the ability to express ideas clearly, logically, and persuasively in oral and written communications.

a. Measure: Students will receive a rating of 3 or higher on papers and presentations
Students will receive a rating of 3 or higher (0 to 4 scale) on papers and presentations in MG 370, Management Information Systems.
Achievement Target:
80% of students will earn a rating of 3 or higher on papers and presentations in MG 370.

Findings (2010-2011) - Achievement Target: Not Met
29% of students were rated 2 in grammar and vocabulary on written assignments in MG 370. All remaining categories were rated 3 or higher for all students. 6% rated 2.7 average (all areas) on writing assignments.

Action Plan:
Assessment rubric development
COB departments will develop grading rubrics for papers, presentations, cases, and projects to improve assessment process.
Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: High
Implementation Description: Each faculty member will develop rubrics for papers, presentations, cases, and projects that students complete as part of the course requirement. Reports from each faculty member are required to identify successful completion rates and recommend changes for improvement.
Responsible Person/Group: Dr. Green, Dr. Bedford and COB faculty
Additional Resources Requested: None
Implementation Notes: 8/22/2011 Rubrics have been completed for MG 370 (papers and presentations), BA 271 and BA 371 (statistics cases), TY 333 (team peer evaluations), Management classes (papers), Marketing classes (papers and projects). Faculty continue to develop other rubrics for cases and projects.

Outcome: Students will demonstrate an understanding of leadership
Students will demonstrate an understanding of leadership styles, traits, and behaviors, and demonstrate understanding of individual and group dynamics, including team building and collaborative behaviors in the accomplishment of tasks.

Measure: Earn a grade of C or better on team projects
CIS graduates will earn a grade of C or better on group/team projects in CS 472, Database Management.

Achievement Target:
80% of graduating students will receive a grade of C or better on projects in CS 472, Database Management.

Findings (2010-2011) - Achievement Target: Met
83.3% of students received a grade of C or better on the CS 472 Database Management project.

Outcome: Students will analyze legal and ethical issues
Students will analyze legal and ethical issues and synthesize appropriate proposals for practical business solutions to ethical issues.
a. Measure: C or better on written assignments in CS 310
CIS students will receive a grade of C or better on written assignments in CS 310, Ethics, in CIS.

Source of Evidence: Performance (recital, exhibit, science project)

1. Achievement Target:
80% of CIS students will receive a grade of C or better on written assignments in the IT Ethics course (CS 310).

2. Findings (2010-2011) - Achievement Target: Partially Met
77.08% of CIS students satisfactorily completed written assignments in CIS 310 with 100% passing the final assignment. The final assignment was to review the FCC case against Google, form a consensus opinion in the class and file a response with the FCC. Although the overall performance score was less than desired, the final exercise showed a strong understanding of the ethical issues involved.

3. Action Plans:
Current issues in CIS Ethics
This was the first time students were required to investigate, discuss, and arrive at a consensus opinion on a current issue in CIS. This activity will continue until additional data can be collected.
Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: Medium
Implementation Description: Since this is a new part of the course, standards and measures are incomplete. Faculty will continue with the assignments and adjust the achievement goals and measures as more data is generated. Continue to collect data.
Responsible Person/Group: Mr. Day
Additional Resources Requested: None

Update assessment reports to identify major
Assessment reports submitted by faculty do not currently identify the number of students in each major. Assessment reports will be updated to include the number of students in each major meeting the requirements.
Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: Medium
Implementation Description: Faculty reports should include the number of students in each major and whether or not they meet the requirements of the assignment.
Completion Date: 05/01/2012
Responsible Person/Group: COB Faculty
Additional Resources Requested: None

6. Outcome: Students will distinguish the components of business situations
Students will distinguish the components of business situations, differentiate among alternative business solutions, and critique causes and potential outcomes of selected options.

a. Measure: Grade of C or better on CAP-SIM project in CS 480
CIS students will receive a grade of C or better on the CAP-SIM project in CS 480, Systems Project (capstone).
Source of Evidence: Capstone course assignments measuring mastery

1. **Achievement Target:**
   80% of students will receive a grade of C or better on the CAP-SIM project in the CIS capstone course (CS 480)

2. **Findings (2010-2011) - Achievement Target: Met**
   90% of CIS students received a grade of C or better on the CAP-SIM project in CS 480 Systems Project. The simulations measure the student’s ability to manage a high technology company.

7. **Outcome: Students will analyze complex, unstructured qualitative and quantitative problems**
   Students will analyze complex, unstructured qualitative and quantitative problems, using appropriate tools and technology.
   
   a. **Measure: Score 3 or better on BA-371 chapter cases**
   80% of students will earn a rating of 3 or better (average) on chapter cases in BA 371, Advanced Business Statistics.

Source of Evidence: Academic direct measure of learning - other

1. **Achievement Target:**
   80% of students will earn a rating of 3 or better on chapter cases in BA 371.

2. **Findings (2010-2011) - Achievement Target: Partially Met**
   (93%) of students scored 3 or higher (average) on chapter cases in BA 371. (56%) of students scored less than 3 in the analysis section of the chapter cases. (62%) of students scored less than 3 in the conclusion section of the chapter cases. While students seem to understand the use of Excel to perform the statistical operations, they have difficulty translating the results into decisions. More discussion of the cases is now included in each chapter presentation with emphasis on the decision process.

3. **Action Plan:**
   **Strengthen coursework in BA 271 Introduction to Business Statistics**
   Strengthen the Introduction to Business Statistics course to include additional chapter cases with direct application to BA 371. Also, recommend to the Academic Council to change the prerequisite for BA 271 to "C" or better in MH 113.
   
   **Established in Cycle:** 2010-2011  
   **Implementation Status:** In-Progress  
   **Priority:** High  
   **Responsible Person/Group:** Dr. Bedford, Mr. Lawson  
   **Additional Resources Requested:** None

8. **Outcome: Students demonstrate competency in the use of contemporary information technology**
   Students will demonstrate competency in the use of contemporary information technology in business decision making processes.

   a. **Measure: Grade of C or better in CIS 480**
   In addition to satisfactory completion of the CAP-SIM project, 80% of CIS students will earn a grade of C or better in CS 480, Systems Project.
Source of Evidence: Capstone course assignments measuring mastery

1. **Achievement Target:**
   80% of CIS graduates will earn a grade of C or better in the CIS capstone course.

2. **Findings (2010-2011) - Achievement Target: Met**
   80% of students received a grade of C or higher in CS 480. All students in this course are CIS majors and should be well versed in the use of information technology. In addition to tests which assess the student’s general knowledge of various aspects of information systems, the grade includes the results of the CAP-SIM simulation contest and projects that require the use of IT.

9. **Outcome: Students demonstrate an understanding of differences in global and international business practices**
   Students will demonstrate an understanding of differences in global and international business practices and compare and contrast approaches to addressing the domestic and international environments in which business organizations operate.

   a. **Measure: Grade of C or better on country analyses in BA 450**
   80% of students will earn a grade of C or better on country analyses in BA 450, International Business Seminar.

   Source of Evidence: Academic direct measure of learning - other

1. **Achievement Target:**
   80% of students will earn a grade of C or better on country analyses in BA 450, International Business

2. **Findings (2010-2011) - Achievement Target: Not Met**
   Four students failed to submit country analysis assignments so that only 72.7% of students scored C or better on the country analysis assignment in BA 450, International Business Seminar. Much of the problem seems to stem from the students’ lack of planning for the reports. The instructor plans to provide more assistance with the required planning calendars.

3. **Action Plan:**
   **Early planning**
   Instructor plans to announce due dates for country analyses in class and help students with planning in their required calendars. Instructor will take part of a class period simply to have everyone open his/her calendar to do some planning early in the semester. For those students who are not submitting assignments, instructor will look at student planning calendar more often and urge them to participate.

   **Established in Cycle:** 2010-2011
   **Implementation Status:** In-Progress
   **Priority:** High
   **Implementation Description:** This requires more attention on the part of the students. Early intervention in the students’ planning should help them get their work in on time.

   **Completion Date:** 12/01/2011
   **Responsible Person/Group:** Course instructor(s)
   **Additional Resources Requested:** None
b. Measure: International section of MFT

70% of CIS graduates will score at or higher than the national average on the International section of the Major Field Test (MFT)

Source of Evidence: Standardized test of subject matter knowledge

1. Achievement Target:

70% of CIS graduates will score at or higher than the national average on the International section of the MFT test

2. Findings (2010-2011) - Achievement Target: Not Met

Subsection reports were delivered in aggregate form. Unable to differentiate CIS students from other business students on MFT International Issues section.

3. Action Plan:

Determine new measure and benchmark

The subsections for the MFT are reported in aggregate and not for individual students based on the percentage of correct responses. This requires a different measure and standard. Determine a different standard for this measure

Established in Cycle: 2010-2011
Implementation Status: In Progress
Priority: High
Implementation Description: A committee will be formed consisting of one faculty member from each department. Their task is to evaluate past performance in each sub-section and identify new achievement targets.

Responsible Person/Group: COB Faculty

Additional Resources Requested: None

II. Goals and Other Outcomes/Objectives, With Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

A. Goal: Address the major educational issues of the region

Address the major educational, social, cultural, and economic issues of the region and in doing so promote a positive image of the institution and the area.

1. Objective: Provide students with quality programs and services

The Department of Computer Information Systems and Technology will provide quality programs and services to meet the needs of students enrolled.

a. Measure: Determine need/desire for additional programs and/or services

The Department of Computer Information Systems and Technology will determine the need and/or desire for additional programs/services by students. The need will be determined by conducting focus groups and other research to determine any gaps in program offerings.

Source of Evidence: Focus groups on teaching, learning, program value

1. Achievement Target:

Establish new programs/services identified by research and focus groups.

2. Findings (2010-2011) - Achievement Target: Partially Met

As a result of conversations with students and faculty members, it was determined that there was enough interest and demand to implement a GIS certification program as well as begin a Homeland Security certification program. The implementation of GIS certification will involve adding only one
course to the curriculum and can be done without much difficulty and no additional expense. The Homeland Security certification will involve considerably more work, and phase one of the implementation, the addition of two new courses, will begin Fall 2011.

3. **Action Plans:**
   
   **Continue to develop and add courses for Homeland Security certification**
   
   The Department of CIS and Technology will continue to add courses each Fall Semester in order to have the requested number of five for the certification program. Two courses will be added Fall 2011, two courses in Fall 2012, and one course in Fall 2013.
   
   **Established in Cycle:** 2010-2011
   
   **Implementation Status:** In Progress
   
   **Priority:** High
   
   **Implementation Description:** Continue to add courses as developed until completion of requirements for the addition of the program, hire additional faculty if necessary to cover the courses offered, monitor enrollment activity in the courses
   
   **Responsible Person/Group:** Department Chair and Dean of the College of Business
   
   **Budget Amount Requested:** $0.00

   **Implement new GIS certification program**
   
   Upon the approval of the GIS certification program by the Undergraduate Academic Council, the Department of CIS and Technology will implement the program.
   
   **Established in Cycle:** 2010-2011
   
   **Implementation Status:** In Progress
   
   **Priority:** High
   
   **Implementation Description:** Insert the course necessary to the CIS curriculum and monitor enrollment in the program
   
   **Responsible Person/Group:** Department Chair and Dean of the College of Business
   
   **Budget Amount Requested:** $0.00

   **Implementation Notes:**
   
   8/22/2011 Two of three required courses (TY 338 and TY 339) were administered last academic year. The third course (TY 438) was approved by the academic council (Feb 2010) and will be scheduled for Spring 2012.

2. **Objective: Faculty will participate in a continuous cycle of academic improvement**

   Faculty will participate in a continuous cycle of academic improvement with the utilization of curriculum mapping for each course in the Business Professional Component (BPC) and for each major in the COB degree program.

   a. **Measure: Faculty will participate in a continuous cycle of academic improvement**

   The College of Business faculty will participate in a continuous cycle of academic improvement with the utilization of curriculum mapping for each course in the Business Professional Component (BPC) and for each major in the COB degree program.

   Source of Evidence: Existing data

   1. **Achievement Target:**

   100% of CIST Department courses will be evaluated each semester by the
faculty with curriculum mapping and student learning outcomes adopted by the College of Business in Fall 2009.

2. Findings (2010-2011) - Achievement Target: Met
The CIST Department courses were evaluated in Spring 2010, Summer 2010, Fall 2010, Spring 2011, and Summer 2011 by COB faculty using curriculum mapping. See the attached 2010-2011 results for the following: Evaluation of Fall 2010 Courses and Plans for Improvement; Evaluation of Spring 2011 Courses and Plans for Improvement; Evaluation of Summer 2011 Courses and Plans for Improvement; Examples of Outcomes Assessment Activities; and CIST Department 2010-2011 Summary of Discussions

III. Analysis Answers
A. What specific strengths did your assessments show? (Strengths)
1. Faculty are fully engaged in the assessment process. Each person has identified where each of the student learning outcomes is introduced, reinforced, assessed, or not applicable in each of the courses he/she teaches. Faculty have identified achievement targets and report the results to the chair each semester. Each instructor either has or is developing rubrics for assessing student performance on projects, papers, and presentations.
2. Courses use a variety of assessments for the SLOs. Most assessments provide timely feedback to the students to help them improve.

B. What specific weaknesses or challenges did your assessments show? (Weaknesses)
1. Many of the outcomes were not met or partially met due to relatively small class sizes. Typical class size is around 20, and four or five students failing to meet standards can sink the entire assessment if the department continues to require 80% of the students to make the achievement target.
2. Students are not taking the MFT seriously. There is no achievement requirement for this test, so many students just show up, but do not try to do well. The COB has been looking for a way to provide incentive to students to do well on the MFT. Results from this test can be compared to those of other universities or national standards, but UWA’s are essentially meaningless.
3. Rubrics are not standard across courses (papers and presentations) and may not be a true representation of trends of achievement.
4. Some students are still weak in the areas of grammar and spelling on papers, indicating haste in preparation and a lack of proofreading.
5. The results on the subsections of the MFT are reported in aggregate form and cannot be broken down by student or major concentration.

C. What plans were implemented?
1. The GIS certification program was completed with the addition of two advanced GIS courses, TY 339 and TY 438. Ten GPS units with sub-meter accuracy were acquired for use by students in the courses. Mapping projects are coordinated with ADECA, local governments, and the University. The certification also contains courses in geography and environmental science.
2. Two new courses for the certification in Homeland Security were approved by the Academic Council and offered during Fall 2011 semester.

D. What plans were not implemented?
The CIS exit exam was not completed and thus was not administered to graduating students. The exit exam is still in the process of development and should be completed in time for the next CS 480 course in Spring 2012.
E. How will assessment results be used for continuous improvement?
When faculty submit their course assessments, they are asked to provide a summary of the strengths and weaknesses in their courses along with comments about their plans for improvement. The results of the assessments are summarized by the chairs and presented to the faculty on Assessment Day. Based on the results of discussions, action plans are developed for college-wide improvements. Breakout department sessions are used to identify changes for CIS and Technology.